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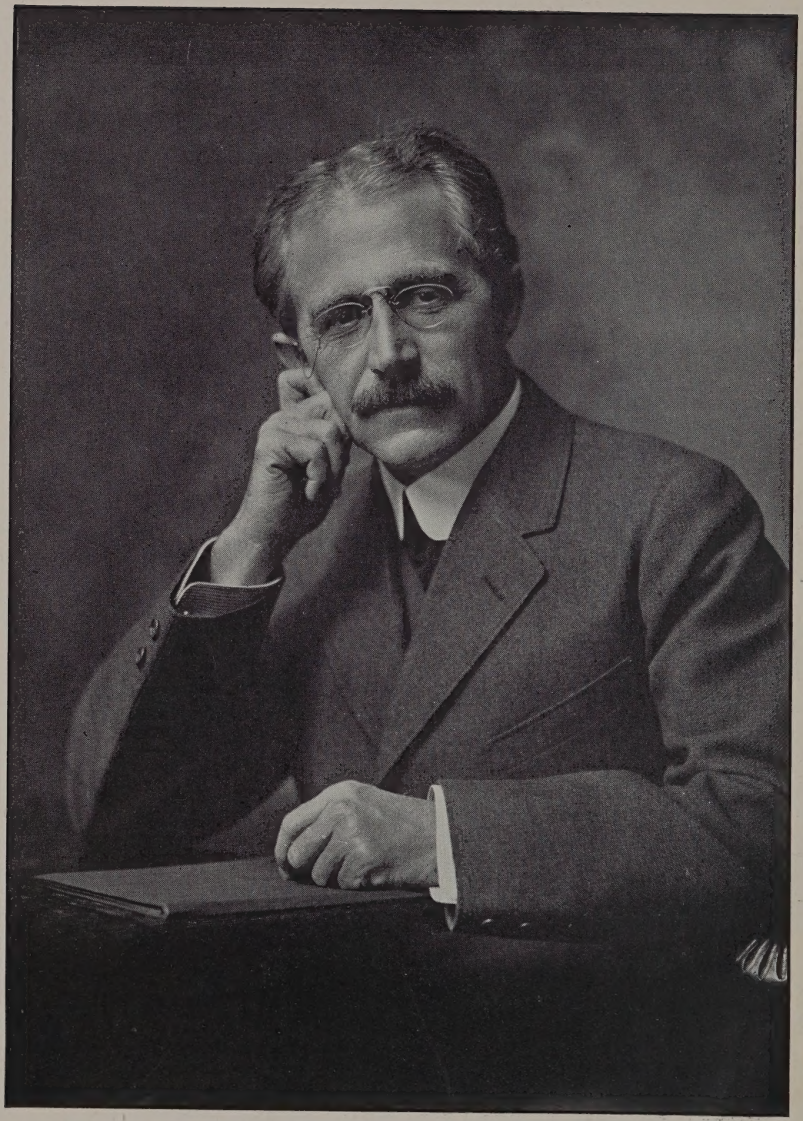

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The Installation of

Lyman Pierson Powell

As President of Hobart College and William Smith College

FRIDAY, NOVEMBER FOURTEENTH
NINETEEN HUNDRED THIRTEEN
GENEVA, NEW YORK

LYMAN PIERSON POWELL

An abstract from an article written for the Hobart Herald, November 14th, 1913, by Dr. Talcott Williams.

Lyman Pierson Powell was born in Farmington, Delaware, in 1866. His freshman year in college was spent at Dickinson; in 1887 he entered Johns Hopkins University, where he received his bachelor's degree in 1890, and was a graduate student in History, Jurisprudence and Economics from that time until 1892. The following year he was a graduate student at the University of Wisconsin. For two years following this he was a fellow at the University of Pennsylvania and University Extension Lecturer. In 1895 he entered the Philadelphia Divinity School, from which he was graduated in 1897 and was ordained to the ministry of the Protestant Episcopal Church in the same year.

His first charge was at Ambler, Pennsylvania, a small parish still under the care of the Bishop of the Diocese. Mr. Powell found it worshiping in a small chapel; he left it in a church, paid for at a cost of almost a quarter of a million dollars. From Ambler he was called to succeed Dr. W. T. Manning in the Church of St. John at Lansdowne, a thrifty suburb of Philadelphia, where he remained for five years. Here, again, he found a church worshiping in a small chapel, and he raised the money for a stone church which is a model of semi-rural architecture. With the call to St. John's Church, Northampton, Massachusetts, in 1904, Mr. Powell's wider work began. He found himself in charge of an endowed church, thronged by young women from Smith College. His preaching at once drew attention. He became part of the vigorous and

stirring life of Central Massachusetts. He came closely in contact with the problems of college education of women in Smith College, and of college education of men in Amherst. He took up local problems, became a regular contributor on Saturday to the *Daily Hampshire Gazette*, and was in demand as a speaker. He returned to the study of educational problems. This led to a series of articles in which he defended the position and attitude of colleges both of men and women upon religion, and pointed out that many failed to see the strong religious life which existed in colleges because they were perpetually looking for it in some special form instead of accepting, appreciating, approving and aiding it as presented through all our colleges by the generation of today.

The work which Dr. Worcester was doing in the Emmanuel Movement led to an experiment locally adapted to the special needs of his own parish, and he was one of the few wise enough to make it an inflexible rule that he would give advice in no case until he had a physician's initiative or co-operation. His work in this field, his studies, his research on historical and religious subjects led to an immediate demand for him in many magazines. He has contributed to the *Review of Reviews*, *The Atlantic Monthly*, *The Outlook*, *Good Housekeeping*, *The Chatauquan*, *Harper's Weekly*, and other magazines. Among his works as an author are the following: The History of Education in Delaware, 1893: Family Prayers, 1905; Christian Science, A Critical Estimate, 1907; The Art of Natural Sleep, 1908; The Emmanuel Movement in a New England Town, 1909; Heavenly Heretics, 1910; Religion in Colleges and Universities, 1912. He has also edited the following: Historic Towns of New England, 1898; Historic Towns of the Middle States, 1899; Historic Towns of the Southern

States, 1900; Historic Towns of the West, 1901; Current Religious Literature, 1902; The Devotional Series, 1905–7.

In 1912 Mr. Powell was called to New York University as Professor of Business Ethics to establish the new department, and it was at the close of his first year of work there that he was called to be President of Hobart College and William Smith College. His interest in business and civic affairs is further manifested by his membership in the American Academy of Political Science and the National Civic Federation.

Mr. Powell has been brought in contact with the great religious movements of the day; he has shared its historical research; he has appreciated the necessity of carrying these questions into magazines and before audiences which represent those who are reached neither by churches nor by books. He has shared in the work of raising money—as a man must who has built two churches; he has known the task of administration—as a man does who enters a parish with a deficit and puts its finances on a basis which leaves it meeting each year's expenses in each year. He has come close to the organization of a college in his association as adviser with President Burton of Smith and helper in the task of raising a million dollars for that institution.

He was married in 1899 to Gertrude Wilson, daughter of Dr. Francis Wilson of Jenkintown. Mrs. Powell is a graduate of Wellesley and was for several years a teacher of history in the well-known Girls' Seminary at Troy, and has been active in college affairs and social life. Mr. and Mrs. Powell have two sons.

INTRODUCTION

On August eighth, 1913, at a special meeting of the Trustees held in Geneva, the Reverend Lyman Pierson Powell, then Professor of Business Ethics in New York University, was unanimously elected President of Hobart College and William Smith College. He assumed his duties as President on September first, and after the work of the year was properly begun it was decided that the formal exercises of Installation should be held on November fourteenth, 1913. The Trustees appointed a committee consisting of Dean Durfee and Mr. P. N. Nicholas, Secretary of the Board of Trustees, to act in consultation with President Powell in making arrangements for the installation exercises. This committee was later increased by the addition of Dean Turk of William Smith College and Professor Bacon.

The following were the special committees appointed:

Entertainment—Professor McDaniels, Professor Vail and Mr. H. A. Wheat.

Reception—Mr. G. M. B. Hawley, Professor Woodman and Professor Williamson.

Music—Professor Muirheid.

Seating—Professor Lansing.

Banquet and Decorations—Mrs. Durfee, Mrs. Turk and Mrs. Little.

In arranging to extend hospitality to the guests the people of Geneva were most kind and opened their homes to furnish entertainment. This made an easy problem of what would otherwise have been very difficult and every host and hostess was delighted by the graciousness and appreciation of the guests.

The morning of November fourteenth dawned cloudy, with showers in the early hours, and not until the procession was formed in Coxe Hall did it clear enough to make it appear wise to march to the Opera House. As the procession left the College buildings it was still sprinkling, but by the time the Opera House was reached it had practically cleared and the rest of the day was all the more bright and beautiful by contrast with the early hours. The successful arrangements for the procession were due to the work of Herbert R. Moody, Ph.D., Associate Professor of Chemistry in the College of the City of New York, formerly Professor of Chemistry in Hobart. Professor Moody came to Geneva two days before the Installation and worked untiringly on the preparations.

The Marshals were as follows:

Chief Marshal, General William Wilson, '76.

Assistant Marshals from the Faculty, Professor Barney, Mr. Harris, Mr. Barnett, Mr. Twining.

Marshal for Delegates and Guests, Professor Herbert R. Moody, Ph.D.

Alumni Marshals, Lieutenant James W. Wilson, '04; Edward John Cook, '95.

Hobart Student Marshal, Harry Hamlin Hall, '14.

William Smith Student Marshal, Eleanor Gertrude Casterline, '14.

THE ORDER OF THE PROCESSION

The President-elect and Reverend John P. Peters, acting for the Chairman of the Board of Trustees.

The Recipients of Honorary Degrees.

Bishops of the Protestant Episcopal Church and the Local Clergy of all Denominations.

Delegates and Academic Guests.

Non-academic Guests.

The Board of Trustees.

The Faculty.

Alumni and Students of Hobart College.

Alumnæ and Students of William Smith College.

MORNING PRAYERS AT TRINITY CHURCH

The ceremonies connected with the Installation of the new President began, in accordance with the President's expressed wish, with a brief service in Trinity Church.

A large number of the alumni and friends of the College assembled in the church at nine o'clock.

The service, under the charge of the Rector of the parish, the Reverend C. Morton Sills, D.D., consisted of shortened Morning Prayer with special Psalm and Lesson authorized by the Bishop of the diocese.

Those taking part were the Right Reverend the Bishop of Western New York, who said special prayers for the President and for the College; the Right Reverend Lemuel H. Wells, D.D., Bishop of Spokane, who gave the Benediction; the Reverend John B. Hubbs, D.D., Chaplain of the College, who read the Holy Scriptures; and the Rector of Trinity Church, who intoned the service, assisted by the full choir.

THE INSTALLATION EXERCISES AT THE OPERA HOUSE

The Trustees, Faculty and academic guests were seated on the platform facing the audience. The Reverend John Punnett Peters, Ph.D., Sc.D., D.D., acting for the Chairman of the Board of Trustees, presided.

ORDER OF EXERCISES

MUSIC

INVOCATION

The Reverend John Brewster Hubbs, D.D., D.C.L.,
Chaplain of Hobart College.

INSTALLATION OF THE PRESIDENT

The Reverend John Punnett Peters, Ph.D., Sc. D., D.D.,
Acting for the Chairman of the Board of Trustees.

RESPONSE BY THE PRESIDENT

ADDRESSES OF GREETING

On behalf of the University of the State of New York,
John Huston Finley, LL.D., Commissioner-elect of Education.

On behalf of the American Colleges and Universities,
Talcott Williams, L.H.D., LL.D., Dean of the School of Journalism, Columbia University, Representing the President of Columbia University.

On behalf of the Colleges for Women.
Marion LeRoy Burton, Ph.D., D.D., LL.D., President of Smith College, Northampton.

On behalf of the Faculty,
William Pitt Durfee, Ph.D., Dean of Hobart College.

On behalf of the Students of Hobart College,
Harry Hamlin Hall, President of the Senior Class.

On behalf of the Students of William Smith College,
Eleanor Casterline, President of the Senior Class.

ROLL CALL OF DELEGATES
John Archer Silver, Ph.D., Professor of History.

INSTALLATION ADDRESS
The President of the College.

MUSIC

CONFERRING OF HONORARY DEGREES
Presentation of Candidates by Milton Haight Turk, Ph.D., Dean of William Smith College.

HYMN

BENEDICTION
Right Reverend William David Walker, D.D., D.C.L. LL.D.

THE INVOCATION

Direct us, O Lord, this day in all our doings, with Thy gracious favour, and futher us with Thy continual help; that in all our works begun, continued, and ended in Thee, we may glorify Thy holy Name, and finally, by Thy mercy, obtain everlasting life; through Jesus Christ, our Lord. Amen.

We glorify, O Lord, Thy holy Name for Hobart and William Smith Colleges; for the work they have done in training man and women in wisdom and understanding for the service of life. Blessed be Thy Name for the happy memory of their founders and benefactors. Raise up many friends and helpers to lengthen their cords and to

strengthen their stakes, granting unto them that wisdom by which an house is builded and the understanding by which it is established.

Give Thy grace, we beseech Thee, to Thy servant to whom the charge of these Colleges is now committed. So replenish him with the truth of Thy doctrine and endue him with innocency of life, that his service for the higher education of Youth may be for the making of righteous men and women, to the glory of Thy great Name and the benefit of Thy holy Church.

Bless, we beseech Thee, the faculty of these Colleges; Grant that, by example and precept, they may teach those committed to their charge that the fear of the Lord is the beginning of wisdom, and train them in the way of understanding for the ministry and vocation of a useful life.

Enlighten, we pray Thee, the minds of the students with the light of the everlasting Gospel, graft in their hearts a love of the truth, increase in them true religion, stir their wills with a faithful diligence, inspire them for a life of service for others.

Bless, we beseech Thee, every institution of learning represented here and keep them pure in faith and morals; save them from all error, ignorance, pride, and prejudice, guide them with the Spirit of Thy truth, that by their endeavors peace and happiness, purity and justice, religion and piety may be established among us for all generations.

Save the State, O Lord, and grant that our institutions of learning may be true servants in establishing righteousness which alone exalts a nation. All this we ask in the Name of Jesus Christ, our Lord.

Our Father, who art in heaven, hallowed be Thy Name. Thy Kingdom come, Thy will be done on earth, as it is in

heaven. Give us this day our daily bread. And forgive us our trespasses, as we forgive those who trespass against us. And lead us not into temptation; but deliver us from evil. For thine is the kingdom, and the power, and the glory, for ever and ever. Amen.

The grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Ghost, be with us all evermore. Amen.

THE INSTALLATION OF THE PRESIDENT

By the REVEREND JOHN PUNNETT PETERS, D.D., Sc.D., Ph.D.

You have been chosen by the unanimous vote of the Trustees of Hobart College and of its affiliated college, William Smith, President of these institutions. Legally you are President, and you have been acting as such, winning already the hearts of those with whom you have come into contact. But it is fitting that there should be a public recognition of your election with ceremonies befitting the dignity and importance of the occasion, that in the face of the public, in the presence of these institutions, of their student bodies, and of these guests representing kindred associations of learning, we should proclaim your election and endue you with the customary marks of office.

On behalf of the Trustees, first of all, I pledge you our fealty. We are a band of busy men scattered far and wide. It is difficult for us to give as much time as perhaps we should to the work of this institution. All the more we look to you as leader to plan out that which is to be done, and we assure you that to the best of our ability we will hold up your hands, supporting you with our counsel and with our help in such manner as you may call for that help. I assure you that you will find in us a heart to help, and,

I trust also, a helpful attitude of mind as well as heart. Here, in symbol, is our birthright. This is our certificate of birth from the State of New York,—the Charter granted by this great State under which we act and by the powers of which we have chosen you as our President. It is a mark of our great esteem and trust that we hand to you the certificate of our birth; to signify that we put our life in your hands.

In the most ancient times it was the custom that a man should signify to those not present the attestation of his authority, not by signing with his hand, but by a seal. That custom has been abandoned for the ordinary man, but still continues for corporations. In ancient time also, the name signified the very essence of the being, the power by which that being might be summoned and controlled, and the power by which absent it might express itself as present. I take it that when I pass to you this symbol of our seal I am signifying to you that the essence of our being is in your trust. You have the right to represent us—our name, which is ourselves—to the community. This power, in symbol, we entrust to you in handing you the seal.

And it is always customary to give to him who is installed as president of a college or a university a key, the mark of his right to open and close. The right to close as well as to open! That you shall close this institution against all evil influence; but much more that you shall open it! That you shall open to us paths of progress; that you shall open to us new mansions in the palace of knowledge! It is also the key to our treasury; the symbol that so far as we are able we will assist you with our funds. I pass to you this symbol. And may I add something which is perhaps out of the common use in

giving the key as a symbol? In Germany, when two are married the one to the other, in the *Polter-Abend* ceremony which precedes the wedding, a key is given, the mark of the intimate relationship by which the heart of each is locked and opened only to the other. I venture to give that added symbolism to this key which I present to you. Such union may there be between you and us!

And now, Lyman Pierson Powell, in behalf of the Trustees, by whose authority I act for the moment, and in their name, I proclaim you President of Hobart College and of its associated college, William Smith.

May the blessing of God go with you, without which there is no increase, may you have His fear, which is the beginning of wisdom, and His love, which is life.

RESPONSE BY THE PRESIDENT

SIR: As I accept from your hands these symbols of the office you have so reverently designated I accept also the solemn obligation they bring with them, and in the sight of God and man I dedicate my life to the service of Hobart College and its coördinate institution for women, William Smith College, in all humility and all confidence that I shall have the hearty coöperation of Trustees, Faculty, Students, Alumni and countless friends the whole land over, who understand the spirit of this college and the purpose its promoters ever keep in mind.

DR. PETERS: We welcome John Huston Finley, LL.D., late President of the City College, New York, now Commissioner-elect of Education of this great State, who will make the address of greeting on behalf of the University of the State of New York.

ADDRESS BY DR. FINLEY

Mr. President: I am proud to be the first to salute you as "Mr. President".

Ladies and gentlemen: I was invited long ago to say a word of greeting for the great State of New York on this occasion—a State which is very proud—consciously proud —of this little city and its college.

I have heard some words of regret expressed this morning concerning the weather; but I am sure that this is a special dispensation of Providence, for if the assembled college presidents and professors had seen Geneva and Hobart College and William Smith College at their best, it would have been impossible to persuade them to go contentedly back to their own places.

I was to bring a word of welcome to this mature young man whom I knew in his boyhood, so it seems to me now,— this young man whom at least five states, to my certain knowledge, have united to produce, to nurture and to perfect, beginning with little Delaware and ending with that transcendental state which gives partial boundary to the State of New York on the east.

These have all united to prepare him for the office. In some of his aspects he seems to be interstate commerce, but until the Supreme Court decides a case which was argued before it last Monday, I hesitate to denominate him as such. I think he could more accurately be defined as a supplemental income tax laid upon the wealth of the United States for the special benefit of New York State and Hobart College.

But whatever the analogue may be, I represent the State of New York in welcoming him only in that mood or tense —and I regret that I have not been able to see Professor McDaniels to find out whether it is a mood or tense—

which used to be known as the Second Periphrastic,—that is, the "about-to-be"; for I am not the "late college president" as just stated. I am still a living college president; but I am in the attitude of expectancy of early death as a college president rather than of life as a Commissioner of Education. And so, my young friend and president, I, about to die, salute you. And I am sure that this fraternal word from one beside you on the arena, from one who has already met the beasts of Ephesus, will be much more heartening than anything that could come from me in another position.

You hear—if I may without academic offense continue that gladiatorial figure—you hear the applause of the multitude about you today. You cannot now distinguish the voices of the lions of difficulties and problems that will emerge tomorrow, but they will come. They will come! And I wish to say in your ear that they are not of Numidian fierceness. On the other hand, I must tell you they are not as placid as those lions with which Daniel spent a memorable night.

I do not know what advice to give you, my friend, because no two lions ever behave in just the same way. Lions are as atypical as children. They submit to classification only under compulsion. Mr. Roosevelt, in a very interesting article on the African lion, remarked to the effect, that it was unsafe with any animal, and especially with an animal of such high and varied development as a lion, to make any invariable rules; and this is certainly true of that more highly developed lion,—the man. The danger of advice is that one who has overcome a lion is likely to generalize from his particular lion and assume that all lions can be overcome in the same way; whereas, his lion may have been a very feeble one and about to die

anyway. I remember with painful distinctness a reproof from my father when I was a child because of an over-emphatic and almost profane remark that I made about the capacity of a lion. I was much more dogmatic than Mr. Roosevelt ever was about the African lion, which leads me to say that I envy the man who can be dogmatic in educational matters.

But there is one bit of negative advice that I may give you, sir,—one that I inherited from one of our friends, one who was with us in Johns Hopkins University and afterward became a college president—given to me when I was beginning to be a college president twenty-one years ago. He sent me this message, "Don't give up," or rather he used a more emphatic and less classical expression, one that smacks of the later gladiatorial period, "Don't throw up the sponge." That is negative advice, but you will need it, I fancy, at times. Remember what William James said, that very few of us live up to our limitations, or even within sight of our limitations.

But as president of that incorporal university in which all the corporal colleges and other educational institutions of this state live and move and have their being, I wish to say one word that will, perhaps, in time, be of more help than this negative word. It is an interesting but regretted etymological fact that a word which was used by the Greeks to denominate the state—that is, the city state—has come to have a repressive and regulative significance or connotation only,—πόλις has become police. To be sure, there is another related noun,—politics; but that noun has also become somewhat narrowed in the course of years, and it has become somewhat demeaned too in our country. A few weeks ago, when I was introduced to the greatest authority on political matters in England,

my friend introducing me, explained that my new office was a political office. I quickly tried to correct him, but he said, "I mean in the largest sense." And so this office is to be a political office, I hope, in the largest sense. Educational policing is necessary. It is as necessary as public order, but it is necessary only that there may be the freest and fullest development of the individual, of the individual institution, and of the individual communities in this state. And so I look upon this great University,—this invisible, all-embracing university with which I shall have the honor to be associated soon, if I live long enough, as a constructive, most highly spiritual force in the State.

In the cosmogony of Lucretius, the poet, it was assumed that every object gave off constantly images of itself, idols of itself, so that the air, the atmosphere of the earth, or the inhabited parts of the earth, were filled with millions of these images that passed to and fro, to the senses of men, and then there went out from men the images of their thoughts, traversing these other images or films; and finally these were all traversed by the majestic images of the thoughts of the gods. I thank the poet for that illustration, for that visualization of the thoughts of this State which will come into this place, mingling with the images that are given forth by this beautiful environment, and the images given forth by the aspirations of those who abide in the colleges.

But I cannot forget that I am a college president. I, about to die, Mr. President, again salute you. I wish that my discarnate official spirit, when it becomes discarnate, might find reincarnation in such an environment as this and in such a young, active body as this. But I am too late. I did not resign soon enough. The body is already filled with the official spirit, so I shall have to seek else-

where. But I give you as I go a prayer, at any rate. It is not, I am aware, in proper form, but I will ask the Bishop—Bishop Talbot—with his ecclesiastical and literary skill to make it as it should be. It is a prayer that I wrote many years ago—ten years ago—when I became a college president here in the East, and I have been trying to live it since. I shall have to make a new prayer now, and so I give this old prayer over to you:

"O Lord, help me not to put above sound learning numbers, endowments, equipments, material things or aught else. Help me to realize that these scores of young men (and you will have to add to it young women) are not merely awkwrad (you will have to add comely)—are not merely awkward and comely pieces of mortal clay, but that they are immortal spirits passing in these bodies across this earth from one eternity to the other. Give me daily strength and wisdom to lead them on."

DR. PETERS: Pardon me Commissioner-elect. But remember that I was trained in the School of the Prophets and in my vision I saw the Commissioner-elect of Education already the President of all the institutions of this great State and, hence, forgot the presidency of the college which he still holds.

On behalf of the American colleges and universities, Talcott Williams, Doctor of Humane Letters, Doctor of Laws, Dean of the School of Journalism, Columbia University, representing the President of Columbia University.

ADDRESS BY DR. WILLIAMS

President Powell, on behalf of the head of Columbia University and all those who in one position and another direct the education of men, I am directed by the President

of Columbia University to extend to you the right hand of fellowship in your new position.

President Powell, ladies and gentlemen: This great public occasion on which an institution looks back over a century and sees a new head is inevitably to me as much personal as public. If you have known a man in his undergraduate days; if you have seen him as one of that group of brilliant historians who gathered in the closing eighties about one now gone but whose influence lives wherever history is written,—Professor Herbert Adams of Johns Hopkins, with what love and pride would he have seen this day, if you have seen your friend come to the moment in which history itself was but the larger inspiration and revelation of the divine; if you have watched three fruitful ministries, and at last stand representing a great university at the culminating moment of his life, you are sharing one of the few and memorable moments in which the friendship of years and the mutual loves of work are merged in a sense of a great public occasion as he is installed, like Jacob, to lead two flocks over the Jordan of education to meet the rough-handed Esau of this world; and as with the Patriarch, I note that of these two flocks, the flock of the elder Leah of Hobart and the younger Rachel of William Smith, that the younger is, as of old, the comelier.

I stand here as the smallest of the units which create a great university, the School of Journalism, endowed, as its endowment runs, to make better journalists, to make better newspapers, to serve the state the better. Service to the State and the Nation is the basis upon which the higher education of the American people was established, and it remains the test by which it must be judged and the result by which it must be justified.

American college graduates number today two hundred thousand. They constitute about one per cent. of the adult male population of the United States, and women graduates are considerably less than one-half of one per cent. of the adult women of the United States. Those who today become college graduates are already forty-two per cent. women, and long before the graduates of the college for women associated with Hobart return for their twentieth reunion, women will furnish two out of three of those who receive their baccalaureate degrees.

The body of 200,000 college graduates stands as I have said but one per cent. of the adult male population of the United States. This one per cent. furnishes one-half of those who for various reasons are recorded in "Who's Who." Of the clergy, taking all the denominations, about one-quarter are college graduates, and taking the three or four denominations which lay stress upon the education of their clergy, from seventy to eighty per cent. Of the lawyers entering their calling in the last decade, twenty per cent. are college graduates taking the entire country, and the same proportion for our medical schools is over ten per cent. If eastern institutions be selected it is true of all the leading medical schools and all the leading law schools that they require a college degree.

Forty years ago the proportion in law and medical schools ran in the east even as low as five and ten per cent. It rose twenty years ago at Harvard to forty per cent. Today the best appointed medical institutions are graduating only college graduates. As this process goes on, the overwhelming majority in the professions, before two decades have passed, will be men with a college education. The same change has taken place in our courts, particularly in the Federal courts. It has come in Congress,

where the increase of college men is the most conspicuous change of the last twenty years; it is apparent in state legislatures; our great business corporations year by year draw from college. What is true of "Who's Who" is already becoming true of the great body of active service for the state, civil and corporate, professional and in business. That college share of the adult male population which furnishes only one per cent. of the total, supplies nearly one-half of the directing force of the American people. While statistics are unavailable, every journalist knows that nowhere is this change more rapid, more constant or more sure than in journalism.

After two centuries in which the American college and university furnished a minute share of the professions, the service of the state and the direction of material enterprises; our higher education in all its various forms has already reached a point at which it furnishes nearly one-half, and is destined to increase this share.

It is plain that the duty of the college has become one of training for work rather than for mere learning—for affairs, rather than for teaching. Since its graduates play this part in the direction of affairs, it is evident that whatever else is taught, the man who receives his degree should leave schooled in the habits of assiduous, industrious, unremitting work, devotion to his appointed task for its own sake, unbroken by any distraction, and able to resist every temptation to any activity outside of his chosen field.

This is the key to success in the world's affairs, and unless it is taught in college and acquired there, the college graduate will be at a disadvantage with those who have learned this lesson in office, store and factory, under the stern taskmistress of industry and business.

Accuracy is the second need of success. Unless college examinations secure this, they have failed to prepare their graduates for this great task of public direction, for accuracy is the basis of the relations of men.

But not learning, not industry, not accuracy, can give this one per cent. its own half of the greater tasks of the Republic, unless the college also gives to its graduates idealism and confidence in the things that are unseen rather than in the things that are seen, For when in "Who's Who" or in any other associated list of the activities of men the college graduates are marshaled, they are not present as the owners of vast fortunes; they do not claim their share in the direction of material industries; they do not appear in the paths where the vaster rewards of the mechanic forces of the communities are lavished. They stand instead at the tasks and posts which speak to a doubting and ignorant world of eternity and the life to come, of justice, of healing, of mercy, of education, and of the inspiration of knowledge.

It is this share which this small body, so minute in its numbers as against the whole—so great in its completed task and service—is called upon to discharge. And the responsibility of the college and the university in their training is not primarily to the man whom it sends out after four happy years spent in a college like this, but to the fit service of the state.

DR. PETERS: I do not think I shall be guilty of an indiscretion in saying to you that he who has just spoken, an old and intimate friend of our new President, is one to whom we of Hobart owe much for the help that he gave us in obtaining President Powell. And it was, therefore, especially gracious on the part of Columbia University to

designate Dr. Talcott Williams as its representative on this occasion.

It is on behalf of the Trustees particularly in their capacity as representing William Smith College for women that I welcome here as the next speaker the bringer of an address of greeting on behalf of the colleges for women, Marion LeRoy Burton, Doctor of Philosophy, Doctor of Divinity, Doctor of Laws, President of Smith College, Northampton.

ADDRESS BY PRESIDENT BURTON

It seems most fitting, upon this auspicious day for President Powell and Hobart College, to speak of one phase of the administrative problem. We have come here today to inaugurate an administrator. Our presence indicates our interest in this rather unique field of service. Because the college or university administrator touches in turn the student body, the faculty, the graduates, the trustees, the townspeople and the public at large, there is in reality no one here who is not interested in, if not deeply concerned with, the task of administration. But at this hour we must limit ourselves strictly to one aspect of the question, if we are to utilize properly, the brief time alloted to us. I wish, therefore, to consider what might be termed "The True Administrative Point of View."

A common attitude to college administration, if correctly and briefly stated, may help to throw into proper light what we wish to describe as the more worthy and satisfactory point of view. It is frequently asserted that the office of the college administrator demands first of all a beggar. The term is clearly intended to describe a most disagreeable and nerve-racking function. It is likewise repeatedly assumed that administrative work kills a man's

scholarship. This statement is also based upon the assumption that the noblest path of service is a life devoted to scholarly investigation and literary production. Again, the work of the college executive is often characterized as a continuous round of petty details which diffuses one's nervous and intellectual energy. This characterization is grounded upon the assumption that the details of life are intrinsically bad. In short, a common attitude to executive work is that it is simply a necessary evil that must be endured.

Now over against this interpretation let us endeavor to set what we conceive to be the only true point of view for the administrator. The task of maintaining the financial existence of a large institution is not an easy one. To form an accurate budget is difficult, to live according to its limitations is sometimes trying, but any man who enjoys a problem must find some satisfaction in the solution of this one which is so vital to every man in the university. The heart of this financial question is that it is a joy to "beg" *for a college.* Why should it be considered unpleasant to have a very active part in helping men and women to find the most satisfying use for their money? It should be counted a real privilege to have the opportunity to show to a man or woman of means one of the very best agencies for the transmuting of wealth into character. Nothing after all is more vital than this—to effect the actual release of money to serve forever the best interests of truth and life. This is a task of dignity, of self-respect and of soul-satisfying joy.

Again, the college president knows that satisfaction born of the neat balancing of scholarship and action. Mere scholarship, pure reason, unadulterated theory soon reveal their narrowness and onesidedness. Unbroken

activity, endless correspondence, continuous consultations, unrelieved hours of struggle with complicated situations requiring quick and precise judgment, inevitably lead to weariness and dissatisfaction. To the college president comes the opportunity of combining the spirit of scholarship with the work of the office. No one envies more than the present speaker the college professor, who can give himself unstintedly to his own field and be counted among those who have expanded the borders of thought. But President Thwing put his finger on the point when he wrote: "The college President, who is as are most college Presidents, at once an executive and somewhat of a scholar, is doing the most delightful work that can be done."

But this is not all. Real executive work requires the highest form of constructive genius. It requires as much, if not more, intellectual originality, careful, colorless, scientific weighing of evidence, painstaking discrimination between the various elements in a complicated situation, subtle appreciation of shades of meaning, to be a college administrator as it does to write doctors' dissertations or to evolve new aspects of truth. The man who fails to recognize this fact misses the joy of administration. He has failed to see its glory! Unless his soul is gripped by the appeal to solve satisfactorily the complex problems in human relationships as they arise day by day in the work of the college, unless he sees and feels the vital meaning of it all, he is the tool and not the master of his task.

But above it all lies the noble duty of helping to create, and to maintain in an unique way the ideals and standards of the institution, to make the whole school breathe an atmosphere which is purer, more invigorating, more life-giving. It is the inspiring task of suffusing the whole

life of the school with a personal touch which replaces institutionalism with human interest, and mechanical organization with the power of personality. The true administrative point of view is that which looks upon every phase of the task and every detail of the work as the part of a consistent whole which demands the very best that a man has at every point, a grand totality which transcends all others in its opportunities for real life.

DR. PETERS: Every Hobart man honors and loves William Pitt Durfee, Doctor of Philosophy, Dean of Hobart College, who brings the word of greeting and good will on behalf of the faculty.

ADDRESS BY DEAN DURFEE

It is my pleasant duty, President Powell, to bid you welcome on behalf of my colleagues of the Faculty, to welcome you from a position in a great university to the headship of a small college. You are yourself the graduate of a great university—Johns Hopkins—from which I am proud to hold my doctor's degree. You are acquainted with the methods and work of the university; the volumes and studies you have published bear witness to this familiarity. But you will agree with me that the heart and essence of the university and the college are the same. The heart of each lies in its corps of instructors and professors; in the impression which they make on the student body. Together they are a hive of intellectual workers to a common end—the illumination and the betterment of mankind. You will agree, also, that the college, smaller or larger, has its own distinct and important function, its own niche and sphere, in the general machinery of education. But without men, without teachers

and leaders, the college or the university is a dead mass of wheels and apparatus, however massive and imposing it may be.

I welcome you, therefore, on behalf of the living heart of the college. I may say that we believe thoroughly in our work and its importance. We believe also in you and your leadership. We offer you our aid with a certain confidence and self-respect—we invite you to no bankrupt undertaking. We believe that our sphere is as intermediaries between the secondary schools and the university; we believe in our standards and we hope to maintain them with honor and sincerity. This large attendance of expert educators is a tribute partly to yourself—partly to our own worth and integrity of purpose. Many of them are our friends and neighbors; they know us and our work. We are willing to abide by their judgment of us.

Every college has the right to feel poorer than its aspirations and ambitions, to ask perennially, like Oliver Twist, for more. We fully recognize our needs in various directions. It will be your first duty, President Powell, to study our problems and to help us in achieving our ideals. We congratulate our neighbors, Rochester and Colgate and Smith, on their recent good fortune, good fortune which we hope to emulate and deserve.

DR. PETERS: In this age of advancing democracy, we are learning more and more that no government is stable without the consent and the participation of those governed; that the work of education is not complete without a hearty agreement and coöperation on the part of the student body. I welcome, therefore, on behalf of the Trustees, a speaker who brings a greeting on behalf of the students of Hobart College, Harry Hamlin Hall, President of the Senior Class.

ADDRESS BY MR. HALL

"President Powell: In our short acquaintance this fall we have come to appreciate deeply your sympathy in approaching our undergraduate problems and interests; your generous consultation of our preferences, even our prejudices and your helpful friendship and guidance both in our work and in our pleasures. Because you have made us feel that you need them and you trust their worth, our coöperation and our support of your policies for the college will be the worthier. You have increased in every student the sense of personal responsibility and affection for the college. The motto you gave us in your opening address: "Each for all and all for each," has already borne fruit not only in greater good fellowship among the four classes in college, but in better understanding than ever between the students and the administration. As you have led us to realize that you will strive with our help and for our sake to make Hobart the "best small college in the land," so in truth will we for your sake strive to help you realize those high ideals.

DR. PETERS: We are very proud as Trustees of the development of our William Smith College, of the showing that its body of students makes today after so short a term of existence. We welcome, on behalf of the Trustees, as the next speaker, to represent the students of William Smith College in bringing greetings and promise of support to our new President, Eleanor Casterline, President of the Senior Class.

ADDRESS BY MISS CASTERLINE

With a feeling of deep satisfaction, we, the undergraduates of William Smith College, are gathered here this

morning to extend a welcome to our new President. It is our earnest desire to make that welcome twofold—to welcome you, not with words alone, but with works.

We are a very young college, and are, as yet, in a plastic state. We need the hand of a counsellor and friend to mold us; to form us into an institution which may embody the ideals of true womanhood.

It is our wish that the ties which bind William Smith College to its President be not the ties of duty but rather of understanding and love, that we become so closely associated with him that unconsciously the thought of one will bring to mind the other. Already we feel that we can rely upon your sympathy; already we know that we have, in you, one who, with true insight, can point out to us our way.

To you we pledge our unswerving loyalty. May you always find us ready to work with you and for you in order that those high ideals, to which we know that you have always been devoted, may be fulfilled. Our respect for you is very great. We deeply desire your good will. It is with affection that, in the name of the undergraduates of William Smith College, I bid you welcome.

At this point there were read by Professor Bacon the following letters and telegrams as representative of the many messages which had been received:

LETTERS

THE WHITE HOUSE, WASHINGTON.
September 17, 1913.

My dear Powell:

I wish most sincerely and unaffectedly that it were possible for me to attend your inauguration as President of Hobart, but it is literally out of the question for me to do so. The pressure of public business here upon me is

constant. I am just in the stage of learning what and how much I have to do, and so I have determined this first year to go nowhere where my public duties do not plainly command me to go.

I wish you all happiness in your new work.

Cordially and sincerely yours,
WOODROW WILSON.

Dr. Lyman P. Powell,
Hobart College,
Geneva, New York.

NEW HAVEN, Conn.,
September 29, 1913.

My dear President Powell:

I have your kind letter of September 27th. It would give me great pleasure to attend your installation, but the truth is that I am swamped with engagements, and that if I would keep any of them I must not make any more. I congratulate you on coming to the head of the College, and I wish for you the highest success in the great work before you.

Sincerely yours,
WM. H. TAFT.

President Lyman P. Powell,
Hobart College,
Geneva, N. Y.

TELEGRAMS

WICHITA, Kan.,
November 13, 1913.

Rev. Dr. Lyman P. Powell:
President, Hobart College, Geneva, N. Y.

Regret inability to attend your installation. Please accept hearty felicitations; dear old Hobart is to be congratulated; the Lord preserve thy going out and thy coming in; peace be within thy walls, and plenteousness within thy palaces; for my brethren and companions sake, I will wish thee prosperity.

PERCY T. FENN.

NEW YORK, November 12, 1914.

Rev. Lyman P. Powell:

President, Hobart College, Geneva, N. Y.

Matters have arisen which require my presence here on Friday, regret keenly that I cannot be present at your inauguration ceremonies. Warm congratulations and good wishes to you and to the college.

WILLIAM T. MANNING,
27 West 25th St.

UTICA, N. Y., NOV. 14, 1913.

Dr. Lyman P. Powell,

President, Hobart College, Geneva, N. Y.

Congratulations. Sorry I cannot be with you today.

CHAS. T. OLMSTED,
Bishop of Central New York.

BOSTON, MASS.

To Professor Arthur A. Bacon,

Secretary of the Faculty and of the Installation Committee:

My best wishes to President Powell for a successful administration and for a happy life in Geneva.

LANGDON C. STEWARDSON.

The roll call of delegates was read by Professor Silver. As each name was read the delegate rose in response to his name.

DR. PETERS: Do not think it strange that no addresses have been provided of greeting and welcome from the alumni of Hobart College. That part will be done later in a more informal and personal way.

The next on the programme is that for which many of us are waiting with great eagerness, the installation address by the President of our College.

THE INSTALLATION ADDRESS

THE TRUE COLLEGE

To respond in fitting terms to the graceful and gracious words to which we have been listening lies beyond the province and the possibility of the hour. In all humility, therefore, I hasten on to heed the counsel of a friend who, when he found that this day was to dawn, bade me remember that my words should come from the heart as well as from the head and should reveal the personality as clearly as the pedagogue.

The true college is my theme. Relatively small like Hobart the true college may be, or relatively large like Dartmouth. Like Hobart it may have a coördinate institution for women of the type of William Smith, or it may like Amherst keep open house to men alone. It may in Hobart fashion trace back its pedigree almost a hundred years or it may be the creation of the other day.

Like Hobart it may be beholden, as the trustees recently avowed, to the church and have a Chaplaincy long since endowed by a good Churchman, though welcoming all types of Christians and classified by experts as in a large sense undenominational, or it may follow in the tracks of such as would rule out all organized religious life. Whatever its history or environment, it will prove its right at last to be entitled a true college by meeting every test

men can apply of true religion and of true morality. It will promote the highest interests of the students. It will try to build up character as well as scholarships. Men and women will go out from its halls stronger, better, finer and more useful for tarrying an impressionable while beneath the covert of its love and reverence. They will be marked men, marked women, wherever they may go, whatever they may do. The world will take note of them that they have sojourned with the true and beautiful and good, and no apology will be offered or solicitation made to forget past years spent in the atmosphere of Churchly culture.

This brings me to the next point I would emphasize. The true college must be cultural as well as Christian. The true college has no quarrel with the university or the technical school. It recognizes the abundant room there is in this expansive land for various types of colleges and universities. At the same time, it steadily insists upon a cultural background for every form of specialization. It is ever ready to shiver a lance with those who would eliminate the cultural college in order that men may make haste to prepare for business. It is sure that the main business of life is not business at all, but life. To those who think the cultural college postpones the day when men can make a living for themselves and also for a family, the cultural college replies that it should not be made to bear more than its due share of the responsibility.

There is, of course, lost motion somewhere in our educational process. Men ought to be ready for life's battle at an earlier age. The serious and sinister problems precipitated upon us, sometimes because of the undue postponement of the married life, ought in consequence in large part to disappear. But the true college holds that

some improvement might be made in the grades and the high school. With the University of Chicago in its elementary trial school reducing without hurt the eight grades to seven, and with the increasing disposition noticeable on every hand to end the duplication of the last year of the high school and the first year in college, the time may not be far remote when students may matriculate, not as now in many an excellent institution, at eighteen and two-thirds years, but between the sixteenth and seventeenth year, and be ready for the technical training at least by twenty-one.

But whatever questions clamor for an answer, the true college would go on its cultural way in godlike unconcern, making those committed to its loving care ready for life in the large or for that technical training which marks off the specialist.

Its cultural way? What does that connote? Certainly a well proportioned course of study. In this day when Greek is rarely taught in fitting schools and some practical men are beginning to look at Latin with an auspicious and a dropping eye, in the true college there will always be a place for Greek and Latin as well as for the modern languages, which never need a special plea. For if culture rather than immediate efficiency, be the true end of the highest type of education, Greek in which the broadest and best thinking of the past comes down to us, not only in the classics, but also in the Gospels, requires no defense before this serious minded audience. "Good wine needs no bush." If true scholarship can never be content with second hand impressions, Latin, too, without which no one can really know English, must ever have a lasting place with Greek; for as one who knows whereof he speaks has said of Virgil, "It is not easy to recall any great poet

since Virgil's day who has not caught some inspiration from him."

Mathematics has no cause to fear displacement. Mathematics is unescapable. It is an exact science and yet its data ever change. It develops functional thinking in respect to groups instead of individual facts, and yet the test of accuracy may be applied at any place. Beside all this, like history and literature, it trains the imagination. And who would be so rash as to claim a culture with no room in it for the full sweep of imagination in its most constructive mood.

The sciences also are necessary for ends of more significance than those of mere technique. The scientific method, whatever field of science one may choose, makes in these days a contribution to true culture which cannot be disputed. The specific application of a science lies beyond the realm of culture. It is a necessity to business efficiency. A living often is impossible without it. But before one thus applies the science which he knows to pragmatic ends, he must see it in its larger relationships. He must have a scientific setting for whatever he may do, and it is one of the many duties of the true college to make sure that no man flings himself into the struggle for existence without the background and the method science furnishes in any of its various departments.

And as for literature and philosophy, history and economics, and related subjects, brevity would cease to be the soul of wit, were I to attempt to deal with them in all detail. They amply justify themselves. Almost everybody knows they furnish the key to unlock the problems of today. They insure that every cultured man shall touch life at many points. They stand between the past and the present, explaining the one, interpreting the other.

They bring man face to face with the whole range of human interest. They give him a grasp of present day realities. No man of sound judgment would deny them a large place in any scheme which culture may devise. One in these days is no educated man who has not at least tasted of these waters, though he runs great risk who does not drink deep of them. A college is not cultural which would omit such subjects from its schedule. Even though the words may sound a little strange in this new connection I would recall to your attention the Platonic proverb: "Many there be who carry the wand, but few are the mystics." And I would add in faith and confidence that our age with its new and complicated questions to be answered demands of every true college, that it furnish to the world mystics trained in this modern lore as well as in Platonic groves.

As I have been endeavoring to picture the true college, I have not been unmindful that play as well as work has place in any plan for culture. Athletics have frequently perhaps been overdone. Professionalism has too often given a wrong twist to college sport. "Supporting the team" has sometimes separated by an artificial line the sheep from the goats, and in the presence of the stoutly muscled, lulled to inactivity the vast majority who need that all-round training which used to be summed up in the trite phrase: "The sound mind in the sound body."

But the situation must be faced precisely as it is. Athletics stand among the healthiest of human interests. They are an occupation as lifelong as literature or economics. When at play a man is often most completely self-revealing. To call a man a good sportsman is to allow to him the qualities of pluck, persistence, fair play, self-restraint; and whatever can produce these qualities is in

essence cultural, no matter what temptations may surround it.

Let me go a little farther and insist that football, free from all professionalism and played with all one's might, whether victory or defeat crowns effort, or baseball with every play thought out and executed as it is these days in and out of college, makes a demand as urgent on the mind as on the body. Many with no natural gift for classroom work find in athletics the mental training, as the University of Wisconsin dares admit, which they never find elsewhere, and when they go out into life, go to do justly and walk humbly as surely as their fellows who may indoors have excelled them. No man with a knowledge of the educational situation can be blind to facts so obvious. No one with the higher interests in view of the true college, would dispute the statement. The duty, therefore, is at least to understand the situation and to act upon it, and athletics under the same sane direction as other academic interests and by all participated in, ought to have, and will at last receive, the precise recognition they deserve in the scheme of the true college.

There are many other things one would like to say. To attempt, however, to say them all on this occasion, would, I fear, give a local application which as host, I have no right to give to that passage in the Odyssey which informs us that Ulysses in bringing together the materials for the building of his bed around the olive tree "bored them all."

But there are a few things which I must say. The true college has in it more than students, even though the rest of us exist for them alone. I would plead for the teaching staff, that they have a freer hand to do their best for those committed to their care. By more than one of our dis-

tinguished visitors a new note has of late been struck in education. Instead of raising money to extend those "incredible acres of technical apparatus" which Arnold Bennett found this whole land over, two presidents here today (and perhaps more) have been leading in securing large sums to increase the salaries of those on whom the burden at last rests to keep an institution true to its high calling. They have made it easier for other colleges to do what everybody knows ought to be done. They have blazed a way which others in increasing numbers will be taking with the passing years.

It is to the credit of teachers in schools, colleges, and universities, that they seem willing to allow their salaries to remain low while the cost of living steadily increases. For sacrifice is beautiful, and the Father of all prefers it, we are told on Scriptural authority, to incense and burnt offerings. But it is hardly creditable to those of us who do not teach that, like the little ones overheard whispering to their weary mother, we should by our indifference to the needs of those who usually know our childern better than we know them, habitually appear to say: "We do not care how much you suffer, provided you will only live."

I plead, then, that the time has come to consider the teacher before the material equipment and the buildings of the college, and that this whole land over there should be "one common wave" lifting compensation to the point at which teachers, like bricklayers and chauffeurs, whose interests are safeguarded by unions, may live normal lives, may marry and have children of their own to teach, may buy books without always stopping to count pennies, may travel with a care-free mind, may mingle freely in the social circle without undue strain on income, and may give of their best to one another and to students with no thought

for the morrow. New occasions do teach new duties, and if this word, which every trustee within my hearing heartily endorses, I am sure, should even imperceptibly accelerate anywhere the movement which has been magnificently started elsewhere, it will well have been worth saying.

With one word I would close, and that word shall be spoken altogether from the heart. In the presence of God and this company, the thirteenth President of Hobart College has dedicated himself to the service of Hobart College and its coördinate institution, William Smith. Thirteen is regarded by the superstitious as an unlucky number. To make it lucky requires more effort than one man can exert. Luck comes with coöperation. Its other name is team work. The new President of Hobart College and William Smith College bespeaks the coöperation of all in any way concerned. Trustees and faculty and students are already giving it in generous measures. Alumni have a peculiar responsibility, which they surely will not disavow. Friends everywhere of Hobart College will join us in renewed appreciation of the blessed heritage, preserved throughout the years by twelve good men and true, and handed on to me by a distinguished predecessor. They will help us make our college, now two-fold and placed with singular felicity in this charming little city, the true college it may in all respects become.

President, trustees, faculty, students, alumni, friends will do their best for the college of their love,—never once forgetting that "except the Lord build the house, they labor in vain that build it."

The candidates for Honorary Degrees were then presented by Professor Turk. The President conferred the degrees, using the following words:

For the reasons already stated and by virtue of the authority vested in me by the Board of Trustees of

Hobart College, I hereby confer on you the degree of ... . and admit you to all the rights, honors, and privileges appertaining thereto, and direct that your name be forever enrolled as an alumnus of Hobart College, (or alumna of William Smith College.

The words of introduction were as follows:

For the degree of Doctor of Humane Letters I present to you Miss ELIZABETH KIMBALL KENDALL, Professor of History in Wellesley College, Bachelor of Laws and Master of Arts. Already the author of several volumes on English History, Miss Kendall has recently published a brilliant account of an intrepid journey in remote China. Hobart College is happy to welcome her and to confer upon her the second honorary degree given in the name of William Smith College.

For the degree of Doctor of Science I present to you JOHN NOLEN of Cambridge, Bachelor of Philosophy of the University of Pennsylvania, Master of Arts of Harvard. While others have busied themselves with "manners, climates, councils, governments," Mr. Nolen's care has been the "cities of men." Realizing how greatly in our day the town makes the man, he has wedded science to art in the service of municipal good-living. His comprehensive plans for model cities are now being worked out in all parts of this country. We voice today the gratitude of every trainer of youth to one whose name in an especial sense is enshrined in the homes of his countrymen.

For the degree of Doctor of Science I present to you CHARLES HARRISON FRAZIER, Dean of the Medical School of the University of Pennsylvania, Bachelor of Arts and Doctor of Medicine of that University. By his exhaustive studies on the physiology, anatomy and pathology of the brain and nervous system Dr. Frazier has brought under

control deep-seated diseases hitherto regarded as incurable; while as a foremost citizen of Philadelphia he has led a crusade for civic betterment and public health. As surgeon, teacher, student and writer, Dr. Frazier has already earned the description which this college now confers as a degree.

For the degree of Doctor of Sacred Theology I present to you KERR DUNCAN MACMILLAN, President of Wells College, Bachelor of Arts of the University of Toronto, Bachelor of Divinity of Princeton Theological Seminary, who has gained distinction as a teacher of Semitic Language and Church History at Princeton, and as an effective writer in his chosen field. Having recently had the pleasure of welcoming Mr. MacMillan to this neighborhood as the head of a large and charming academic family, Hobart College now asks the privilege of receiving him as an adopted son.

For the degree of Doctor of Sacred Theology I present to you the Reverend THOMAS BENJAMIN BERRY, Warden of the DeLancey Divinity School, Master of Arts. With the arduous duties of a city rectorship, to which was added no small amount of voluntary missionary labor, Mr. Berry has joined a steadily increasing devotion to scholarship in the field of Theology. In 1909 he was called to the Wardenship which he has held to the great satisfaction of his students and to the equal gratification of his neighbors and fellow teachers in the faculty of this college.

For the degree of Doctor of Sacred Theology, *in absentia*, I present to you the Reverend HUGH LATIMER BURLESON, Bachelor of Arts of Racine College, Secretary of the Domestic and Foreign Missionary Society of the Protestant Episcopal Church. Mr. Burleson is one of four sons

of a devoted missionary who all have followed their father's calling. Three are alumni of this college; the eldest we now adopt, rejoicing to take to ourselves, so far as we may, his worthy record as a preacher, editor, missionary, and director of missionary work.

For the degree of Doctor of Canon Law, I present to you, the Right Reverend LEMUEL HENRY WELLS, until the present year Missionary Bishop of Spokane, an alumnus of the class of 1867, Doctor of Sacred Theology. Bishop Wells came to Hobart College from three years' service in the War of Secession, having already received from Trinity College the honorary degree of Bachelor of Arts conferred upon those who left their studies for the war; he maintained here the position of leadership for which his unusual experience had prepared him. Since then, through forty years of missionary service on the Pacific slope, he has labored truly for the bodies, minds and souls of men. From the great harvest of the West, where many sow but only the strong may gather, he now returns to Alma Mater, bringing his sheaves with him.

For the degree of Doctor of Laws I present to you TALCOTT WILLIAMS, Dean of the School of Journalism of Columbia University, Bachelor and Master of Arts of Amherst College, Doctor of Letters, Doctor of Laws. This college, having already recognized by an honorary degree the position of Dr. Williams as a journalist of international reputation, is happy to receive him again as the representative of a great University to which we are attached by ties of sympathy and admiration. Hobart College now records once more in this way her signal esteem for an extensive and accurate scholarship which furnishes but does not fill a mind devoted to the broadest interests of the common weal.

For the degree of Doctor of Laws I present to you MARION LEROY BURTON, President of Smith College, Bachelor of Arts of Carleton College, Bachelor of Divinity and Doctor of Philosophy of Yale, Doctor of Divinity, Doctor of Laws. A brilliant career (which must have begun in extreme youth) has brought Dr. Burton through many phases of success—as teacher, preacher, administrator—to a proud eminence as the head of the largest community of college women in this country. Hobart College pays Dr. Burton today a tribute merited already by a splendid record and high position, but likely, we believe, to be more amply justified by the future services of a man of keen interest in educational problems and of great persuasive and executive power.

For the degree of Doctor of Laws I present to you JOHN HUSTON FINLEY, Commissioner-elect of Education of the State of New York, Bachelor of Arts and Master of Arts of Knox College, Doctor of Laws. As a student of political science, as Secretary of the State Charities Aid Association and as Professor of Politics at Princeton, as a magazine editor and writer in prose and verse, as President of Knox College and of the College of the City of New York, President Finley has completed a tale of services long enough to fill the lives of most men. It is our privilege, however, to welcome him today as head of the educational system of this State. And we welcome him not only as an officer to whom we pay a willing allegiance. Of the good religion of friendship Dr. Finley has long been an unconscious but happy priest. For the various institutions which he will seek to unite in effective public service, he will be himself a bond.

DR. PETERS: Nothing could be more fitting than to close these exercises with the singing of the hymn "O God our help in ages past, our hope for years to come," to be followed by the benediction by the Right Reverend William David Walker, D.D., D.C.L., LL.D., Bishop of Western New York, after which the procession will form and proceed to the luncheon room.

HYMN

O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast
And our eternal home:

Under the shadow of Thy throne
Thy saints have dwelt secure;
Sufficient is Thine arm alone,
And our defense is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

A thousand ages in Thy sight
Are like an evening gone;
Short as the watch that ends the night
Before the rising sun.

Time, like an ever-rolling stream,
Bears all its sons away;
They fly, forgotten, as a dream
Dies at the opening day.

O God, our help in ages past,
Our hope for years to come,
Be Thou our guide while life shall last,
And our eternal home.

BISHOP WALKER: Unto God's gracious mercy and protection we commit you. The Lord bless you and keep you; the Lord make His face to shine upon you and be gracious unto you; the Lord lift up His countenance upon you and give you peace, wisdom and grace, through Jesus Christ our Lord. Amen.

LUNCHEON AT WILLIAMS HALL

Luncheon was served at one o'clock in Williams Hall. Covers were laid for over three hundred and fifty guests and the Hall was filled. Seats had been arranged on the running track and the students of Hobart College and William Smith College occupied these on opposite sides of the Hall. During the luncheon they sang the songs of the respective Colleges. There were also seated in the gallery many who availed themselves of the opportunity to listen to the unusual array of speakers.

Grace was said by the Right Reverend William D. Walker, D.D., D.C.L., LL.D., Bishop of Western New York.

Mr. Henry A. Prince of the class of '82, also member of the Board of Trustees, presided.

MR. PRINCE: My friends, I wish again to bid you welcome, and I trust my voice will carry that message to you all.

We are met together today to celebrate among ourselves and with the presence and assistance of our welcome and honored guests what we might call the confirmation service wherein our President has taken upon himself the responsibilities and vows that, in a sense, have up to this time been made for him by others.

We have a college here that is older than some of your colleges that are larger, and it is larger, perhaps, than some that are older, but younger than most that are larger. We have, however, a feeling that we may claim a place in the family of educational institutions whose ideals are the production of the highest type of citizenship, the best individuality, the highest ideals and the true culture. The scheme of the founders of the college has been nobly carried on through prosperity and adversity. At times it has depended, as of late, upon the splendid devotion, faith and vision of such men as Dean Durfee. In the

past it has been true, as it is today, that—I am able to speak of the past—that we have sat at the feet of prophets and we have caught from their devotion to their tasks in this small college something of the vision, something of the breadth of view, I trust, that made their lives an inspiration to the men who sat under them. We have met with the disappointment of the loss of a president whose achievements were great during his incumbency, and the college has been carried through a period of uncertainty until we have succeeded in obtaining the man whom we desire. There are those present who have known the college through all these vicissitudes, and I am going to ask you to listen to the first one of those in the person of the Reverend Elwood Worcester, of Boston.

ADDRESS BY DR. WORCESTER

After all the eloquent and noble words we have heard today, my words will be few and simple, especially as I have no idea they will be heard anyway.

I imagine that perhaps hardly anybody here has more reason for pleasure and satisfaction in the celebration of this event than I have personally. It is always a desire of ours that our friends should also be friends among themselves. All my life long I have felt a friend toward Geneva. How my friendship began I could not exactly say. I remember being brought here first as a child about twelve years old by my uncle, Mr. MacDonald, who thought that Geneva was in many respects the most attractive town he had ever seen in America.

Although my relation to the college is only that of an adopted son, in that I hold the degree which I have always very highly prized, I have had a friendship of many years with the president and different members of the Hobart

faculty and trustees. Hobart has been very fortunate in this respect: there are very few small colleges in this country that have commanded the services of such men as you have, and those small colleges have not kept such men very long. They have them for a few years until other people find out about them and then they take them away. You have been extremely fortunate in that respect, having men of greatest eminence not only as scholars, but also as teachers, whom on account of some charm of the life in this town you have been able to keep for generations.

My friendship for Mr. Powell is also a very personal one. I have known Mr. Powell as a brilliant and a versatile writer, as a devoted clergyman and preacher and pastor, as a friend and helper; but in whatever capacity I have ever known Mr. Powell I have always found him to be at all events a little bigger than his job. Most of you have known him for a short time and during those few weeks you have found much to admire and much to love in him; but I can assure you that as the years pass you will find more to admire and more to love, because the foundations of Mr. Powell's character are genuine foundations of modesty, sincerity, truth, and an unbounded love for his fellowmen.

Nor would I stand here even for a few moments without remembering that this is the third president's inauguration at which I have assisted, and I hope that it will be the last. When we met here a few years ago to celebrate Dr. Stewardson's inauguration we did not have these beautiful buildings, nor was William Smith College in existence at all. And let us, while we are joyfully looking forward to the future, also look back with gratitude to the past, to the noble, unselfish labors of Dr. Stewardson and to what

he has done for this college. Dr. Stewardson's work was very largely an educational work. It was to deepen, to broaden and to diversify the courses of instruction which were given in this college and to add to its material and physical plant. Dr. Stewardson was very successful in both those regards, and, in fact, I think it would be safe to say that there is a larger proportion of professors and instructors to the number of students in Hobart College than is to be found in any similar institution in the United States. I do not believe that such a ratio as that could permanently be maintained, nor do I think that our appeal to the church or the country will ever be what it might be until we are able to show a larger return in the application of our means to human life and in turning out a larger body of useful men. That is one of the things to which I confidently look forward in the administration of Mr. Powell.

Mr. Powell is a man who has a positive genius for friendship, as is proved by the gathering from which we have just come and the gathering which we are now engaged in. In fact, I know very few men in the United States who could have brought together the distinguished body of men who have graced the occasion today, and I feel that with Mr. Powell's genius for friendship and his conciliatory character and the ideals that he holds, we are now about to enter into a new period of growth and development for the college in which we are all so deeply interested.

MR. PRINCE: When I came up on the subway from Fulton Street to Brooklyn Bridge yesterday, my neighbor on the right was reading his Italian paper from left to right; and when I rode on from Brooklyn Bridge to Fourteenth Street, my neighbor on the right was reading a

paper with other characters on it from right to left; and when I rode from Fourteenth Street to Forty-Second Street where I left the subway, my neighbor on the right was reading in characters up and down; and I wondered if there was a bit of prophetic suggestion on the eve of an occasion such as today's in the evidence of the ethnic indigestion that exists so acutely and obviously in New York. I took it for granted that there was a suggestion to me that I should say to you that I believe it is for agencies such as this small college and the other larger colleges that are represented here by our guests to struggle against this poison which, while it is more acute and obvious in New York, nevertheless, I feel pervades to a certain extent the cells of the whole organism, and we shall secure, perhaps, a more perfect metabolism if we struggle the harder in institutions such as this.

We have in our neighborhood institutions that are doing exactly the same kind of work that we mean and try to do here, and we meet them in a spirit of coöperation generally; sometimes we meet them in a spirit of sharp rivalry as we expect to meet one of them tomorrow afternoon in the field in front of us. And I am going to ask that we have the privilege of hearing, as a representative of one of these institutions here, President Rhees of the University of Rochester.

ADDRESS BY PRESIDENT RHEES

Mr. Toastmaster, President Powell, and ladies and gentlemen: Rochester is very proud of the privilege of participating in this function, and I may say its pride is touched also with something of caution from the consciousness of the fact that if anything rash is said those

young gentlemen in the gallery will have an opportunity tomorrow to make reply.

I was a little bit perplexed by the introduction of your Toastmaster, wondering just what the application of that ethnic indigestion might be to the remarks that he expected to get from me. It reminded me, by the way, of a layman's confession at a convention that I attended not long ago, that he never yet had found occasion to be sorry for anything he had not said or had not eaten. Possibly that may be the way out of this ethnic indigestion. Certainly I think it is a way out of after dinner indigestion.

There is another thought that comes to me as a possible explanation of that somewhat cryptic introduction, and that is the fact that both Dr. Powell and I are immigrants. I came, Sir, from Massachusetts into western New York, and I desire to say to you that you are the subject of congratulation for having come as a citizen into this part of our glorious country. I say I came from Massachusetts, described this morning as that transcendental region that bounds part of the eastern corner of New York, and now, after thirteen years of residence here, it is possible for me without fear to confess that I came with some apprehension that I might be leaving the confines of civilization and going on a missionary enterprise. You will have a mission —a high and exalted one—but not that which is ordinarily conceived under the category of missionary endeavor. I cannot think of a more wholly charming community in which any man's lot can be cast than that which you have here in Geneva, in so far as I am able to forecast that which you will find here by that which I have found in Rochester. There is something peculiarly gentle, peculiarly sincere, in the hospitality of this western New York country. I think it is begotten of an interesting blending

of strains in our population. There is not a little from the southland that has come up here; there is a great deal from New England that has settled here; and there has developed from the blending of these strains a simplicity of sympathetic hospitality that I don't know to be matched anywhere in this land.

Will you permit me to say further that I think you are to be congratulated in your task? When I went to Rochester I was rash enough to make the remark that I was very glad it was a small college, and the gentleman to whom I said this smiled and said, "That is all very well, but wait until you grow;" and I infer from some words that Dr. Worcester spoke that there is anticipation that you will cease to be the president of a small college. God speed the day, sir!

But there is something that is a genuine subject of congratulation in the lot of the man who has to deal with a relatively small number of students and relatively small faculty, in which the problem of education is relatively simple.

Now, remember my friend never had any cause to be sorry for anything he had not said. I shall speedily seek to emulate his good experience. But one word more would I venture to speak, and that is that Rochester looks toward Hobart today with the most perfect sympathy of congratulation. You build on worthy foundations, sir. It has been my fortune to know but two of your predecessors. I have found them men of the most sincere friendliness and earnest strength of character and devotion of purpose. It has been a great joy to me today to hear the words that have been spoken with reference to Dr. Stewardson, a man whose singleness of mind, earnestness of purpose, and perfect equipment for his task it would be

difficult to surpass; and I am confident that in coming into the place which he filled you are entering on a heritage which will be most auspicious.

I think it may not be out of place, in spite of the presence of one whose name I know you delight to honor, for me to say that in looking toward Hobart with congratulation today Rochester hopes that through Hobart College there may be perpetuated in the educational life of this country that sincere devotion to fine culture which has been incarnate amongst you in the persons of Professor Nash and Professor McDaniels.

MR. PRINCE: We have with us honored guests today the representatives of a number of the prominent colleges for women, and we here at Hobart have a college for women likewise. I use that word "likewise" advisedly because of the distinction that was pointed out on the witness stand by 'Rastus, who had given damaging testimony for the prosecution, and was taken in hand by the attorney for the defense, who had observed that he sprinkled his testimony with the words "also" and "likewise", and said to him, "'Rastus, I notice that you used the words 'also' and 'likewise' all through your testimony."

"Yes, sir."

"Well, do you think you know the difference between 'also' and 'likewise' "?

"Why, I 'spect I does."

"Well, 'Rastus, you tell the Court the difference between also and likewise."

Now the examining attorney had been a Justice of the Peace and was by courtesy often given the title of judge. Erastus thought for a moment, and he pointed to the Court and he said: "Well, there is the Court. He is a

judge, and you—you are a judge also, but you ain't no judge likewise."

We have a college of which we are proud and our dearest hope for its alumnæ, who are yet young, and for its undergraduates is that they may achieve the distinction that is evidenced by the representatives of our sister colleges who are here with us today. And I am greatly pleased at having been permitted to call upon President Vivian B. Small of Lake Erie College to address us.

ADDRESS BY PRESIDENT SMALL

Mr. Toastmaster, President Powell, and Friends: Last spring there appeared in one of our dailies a cartoon, in the center of which were two guests at a banqueting table, with comrades on either side. One of the guests radiated the atmosphere of conviviality. He seemed to be sociable with his neighbor. He appeared to be enjoying the pleasures of the banquet. He looked genial, happy, contented. The other seemed to have lost his appetite. He looked morose. He appeared not to be sociable. He appeared to be wishing for "a lodge in some vast wilderness." And below the picture one read: "Who is the next speaker?"

I have been looking about among these people trying to discover who might be the next speaker, but I see no evidences of anxiety whatsoever. That is because on an occasion like this we cannot be anything but joyful. We are all longing for an opportunity to bring our congratulations and our felicitations. If we are women, perhaps we are longing to get in a word!

There is one duty, President Powell, upon which I think you have not, as yet, been congratulated—one duty which is also a privilege, and that is the joy of attending inaugura-

tions. We all love to go to parties. We all love to welcome into our fellowship the one who probably is going to solve all the problems which we cannot solve. So I congratulate you upon the pleasures of attending inaugurations. Sometimes we think that the answer to the conundrum, "Why is a college president?" should be, "To help inaugurate other college presidents?"

And I congratulate you also upon those lions which President Finley brought so vividly before us this morning. They never were so numerous or so formidable, especially where women as well as men are to be educated, as they are today. You are fortunate that there are so many with which to prove your prowess.

In the Western Reserve of Ohio, from which I come, we have represented the three types of education which the higher education for women has followed throughout these many years. We have the coeducational college at Oberlin; we have the coördinate college in Cleveland; we have the separate college for women in Painesville. You have also here in the lake region of New York State the same kind of trio. It has been my privilege recently to spend a day at Cornell, another at Wells College, and another here—coeducation, the separate college for women, the coördinate college for women. I have not yet visited Rochester, but if I should go in that direction I should find another one and then I should have to call it a quartette.

I wish to add my congratulations, President Powell, to the many which you have already received upon this charming six-year-old William Smith College, and I wish especially to congratulate you upon the fact that your part, your contribution, to the education of women is to be in a college of the humanities, if I may use that old-fashioned

term. I suppose if I should follow the words of Professor James I might say that a college for the humanities is a college which is engaged in establishing standards by which to judge any kind of a human job, whatever it may be. We are thinking too much in these days, I believe, about educating for the business of being women and for the business of being men. We are getting somewhat astray from the heart of the matter in our plans for educating people for the power to earn a living. Let us not forget to educate in the supreme art of living itself! President Burton's point was well taken when he reminded us that we are educating human beings; and while we are educating our girls as human beings, let us try, all of us—in the Western Reserve, in western New York, all over this great country, to bring back, if we can—she has not quite gone, but once we feared she had—her who was called in a magazine article not long ago, the "vanishing lady!" She was a lady who had a mind to understand the needs of her generation and a heart with which to meet them; she looked well to the ways of her household and thought it a shame to do otherwise; she drew her social lines not by what people had but by what they were; she believed ostentation to be an impossible vulgarity; she established and maintained in her family standards of taste and of reverence which have borne the test of time.

Lake Erie College, the separate college for women in the Western Reserve of Ohio, joins hands with William Smith College today across that very little bit of Pennsylvania which comes up between us and pledges to you, William Smith College, Hobart College, President Powell, its coöperation and its friendship.

MR. PRINCE: Throughout its career from the very beginning, Hobart College has been fostered not only by

the communion with which it has happened to be more closely affiliated, but also by other communions, and especially in the city of Geneva. And I have great pleasure in calling upon one who represents those friends of Hobart College in the city of Geneva, the Dean of the ministers of Geneva, Reverend Doctor W. W. Weller.

ADDRESS BY DR. WELLER

Mr. Toastmaster, President Powell, Ladies and Gentlemen: It is a real pleasure to join with you in celebrating this auspicious event, sanctioned by the Episcopal Church which I highly esteem and greatly venerate. There is not such a wide difference after all between the communion to which I belong—the Presbyterian Church—and the Episcopal Church. We perpetuate our minor differences here at home, but on the foreign field that is impossible. For instance, you will recall that not long since one of the Bishops of the Episcopal Church, in speaking about this impossibility, said that in China when they try to translate into Chinese the term "Presbyterian Church," which is, the church of the ruling elder—all they can make out of it is "the church of the bossy old man"; and when they endeavor to translate into Chinese the "Episcopal Church", which is the church of the Bishop—the best that they can do is to render it "the church of the kicking overseer."

It has been my privilege to enjoy such a delightful association through all these years with the alumni, the trustees who reside here, the faculty, and many of the students, that I claim, although I have not the honor of being a Hobart graduate, that I am a Hobart man. In fact, I am just like the Irishman who, when asked where he was born, said, "I was born nine miles out of Dublin, but

if I had it to do over again I would have been born in Dublin." I did the next best thing, however, for myself, and the best for my son, who is now reveling in "these classic halls, these happy walks and shades."

Hobart is a small college, but I assure you, Mr. President, you have come to one of the biggest little colleges that I know anything about. We believe in the small college for the particular work that it has to do. There is that close and intimate relationship between the faculty and the students, I have observed here, that does not often exist in the larger institution. A few days ago, the statement was made that a student of a great eastern university in crossing the campus, met a professor who noticing that the youth appeared lonely and forlorn—I presume he was a freshman—said to him, "Are you looking for someone?" And the youth replied, "No, I am not looking for anyone. I don't know anyone this side of the Rocky Mountains."

Hobart has an influence out of all proportion to its real size. We shall have an additional evidence of its prowess, we believe, in a short time. One of the students said to me yesterday—I hope the President will not listen to this—"the really important event in connection with this inauguration occurs tomorrow". The trophy dazzles us and lures us, but tomorrow we must make it ours. Let that be our hope and our endeavor.

I wonder sometimes whether Geneva fully appreciates the wise and beneficient administration of an institution like this in its effect upon the city itself. We may not realize it, but Geneva is an important educational center. Why, think of it! In a population of a little more than twelve thousand there are at least two hundred college bred men—not men who have passed through a year or two of college life, but men who hold a degree from an

institution. Our University Club numbers almost one hundred and twenty-five members, each of whom holds a degree from a college or a professional school; and we have a College Women's Club of fifty members. This gives Geneva a tone, it imparts a certain atmosphere. And we are greatly indebted to this institution, Mr. President, to the Experiment Station, our High School, but particularly to these twin colleges—if I may be allowed that expression—of Hobart and William Smith.

We assure you, Mr. President, that you will hold a large place in our hearts. You have already established yourself there and we wish for you the largest success. This day is the beginning of what we believe will be a great administration in the life of these two institutions, and it is our hope and our prayer that under your guiding influence and inspiring leadership these halls will be thronged and that the small college will grow larger. So may Hobart in the future as in the past send out an ever-increasing number of young men, strong, stalwart, well-equipped to engage in the battle of life and to bring blessing to the world; and may the institution on yonder ridge continue to send out young women, strong, and fair as they are strong, to bless mankind, to grace by their feminine charm all the circles in which they move; that through Hobart and William Smith this city—Geneva the fair, the beautiful—our community—yes, the world, may enjoy the touch of the life that is lived here in our midst.

MR. PRINCE: Very many compliments have been said today of Geneva and of its charm which have been appreciated, I know, by the residents of Geneva and those who are former residents of Geneva; and yet when this morning the climate was as it was, I felt that we would no longer be able to say that Geneva was a place where

"every prospect pleases and only man is vile," but probably man, vile as he was, was standing very well up as compared with the weather at that time—of course, I use "man" in the strictly specific sense, because here at Hobart on the distaff side, we are young and comely without exception.

I know that you will feel as I do that with so many representatives of the women's colleges here it is a pleasure to have from them the point of view of the educator of that side of the human race, and I know that, therefore, you will thank me for having obtained her permission to call now upon Dean King of Pembroke College, Brown University.

ADDRESS BY DEAN KING

Mr. Toastmaster, Mr. President, Ladies and Gentlemen: I have come a long distance to bring the greetings of the Women's College in Brown University, a sister college to your affiliated college. Whether it is to be a sister college to Hobart I am too modest to decide.

I have been particularly impressed today with the fact that you are proud of your affiliated college. Some universities and colleges which maintain an affiliated college are not equally proud of that institution, or, perhaps, are not so eager to express their pride.

The affiliated college is a necessity in our country. We have in various parts of our country districts where coeducation is impossible. We have also districts where there is not sufficient money for an independent women's college. When that district is so fortunate as to possess a fine college of the type of Hobart College, then there is an opportunity through an affiliated college to give the young women of that section an education.

To develop an affiliated college is a most interesting and absorbing piece of work. First, because the affiliated type of college is growing. When I went to work in this business there were only five such colleges—Barnard, and Brown, and Radcliffe, and Western Reserve, and Sophie Newcomb; and now we have almost twice that number—William Smith, Jackson College, the new college at Delaware which is just being built, and now the women in Virginia have made up their minds to have an affiliated college attached to the old University of Virginia, and in these days of feminism when women make up their minds to such a move as this, that is the equivalent of laying the corner stone of the first building. I see that I have forgotten one college,—the affiliated college connected with Richmond College in Virginia.

There is, moreover, one thing about an affiliated college that must appeal to everyone—the fact that it is indispensable to the district in which it is situated. The affiliated colleges are colleges which are attended largely by local students and it has been proved conclusively by Brown and Barnard and Goucher and many other women's colleges that the girls who must stay at home and get their education largely outnumber the girls who can go away and get their education. Brown, in its short history, has made it possible for over a thousand women who could not otherwise have gone to college to have the college education which is now regarded throughout the east and the west and the north and the south as essential training for the life of the modern woman.

And there is yet another delightful and satisfying task connected with the up-building of the affiliated college. We have found in Rhode Island that there are many young women who do not go to college because they have

not been told what a college education means to women. It has, therefore, been our privilege, and the privilege of the friends of the college, to be missionaries and to spread the truth in various ways to the Rhode Island girls and later to watch with joy the increasing interest in college going throughout our state. No college outside of our state would feel this same interest.

For these three reasons I have thoroughly enjoyed my work in trying to build up an affiliated college and therefore, in extending my hearty congratulations to you, Mr. President, as you assume your new office, I wish to say to you that if you find as much pleasure and gratification in that one department of your work, William Smith College, as I have found in my work at the Women's College in Brown University, I know that you will be amply repaid for all your labor.

MR. PRINCE: This has not much to do with what has been said, but I was amused at the instruction which the office boy who had just graduated into a higher position was giving the new incumbent office boy in a law office. He was showing him around in the library among the various digests—which he told him were health books—and he came across the different volumes that ran, for instance the first one ran from "Action" to "Antagonist," and so on down the line. When he came to the one that ran from "Tender" to "Turnout" the new incumbent asked the office boy what that meant. "Well," the office boy said with his ready superiority, "that is a brief story of a summer flirtation."

I don't know whether that has the slightest bearing upon the feminine question. If it does, however, I know that whatever bearing it has will be amply explained by the next speaker.

I do wish, however, in introducing the next speaker to express the regret that we all feel at what is going to prove our inability from lack of time to hear all of the guests whom we would like to hear from, and at the same time to express our great pleasure at being able to hear from President Judson of Chicago.

ADDRESS BY PRESIDENT JUDSON

Mr. Toastmaster, Mr. President, Ladies and Gentlemen: To save my life, I can't see the bearing of that summer flirtation story on my speech.

This has been a very delightful occasion until now. I have especially enjoyed the music that has floated down to us from above; and in saying that I make no reflection on the vocal solos that have come from underneath the balcony; but I have especially enjoyed the charming music of these young ladies on the other side. It makes it perfectly plain for the first time what was meant in saying that men are a little lower than the angels.

There is to my mind a certain fitness possibly in being permitted to be present on this auspicious occasion. I have the honor of being a native of the State of New York, and, in fact, I was thirty-five years old before I ever got west of Buffalo; and up to that time, of course, with the rest of the community, I supposed there was nothing west of Buffalo. Well, we think in Chicago that there is something west of that part of the world. Some years ago I had a young man in one of my classes who put to us an odd point of view. I don't remember now in what connection. He said, "You notice the farther you go west from the Atlantic seaboard the broader-minded and the more intelligent the people are." I said, "Yes, that is interesting. We like to believe that in Chicago. Where do you

come from?" "Oh," he said, "I live in California." However that may be, the universities and the colleges throughout that great western part of our republic are performing an important function in developing social life, and wherever you go among those colleges you will find many in their faculties and governing boards who have come from eastern colleges. It was my privilege to be for several years a member of the faculty of the State University of Minnesota, and one of my colleagues whose long life in that state was a benediction, whose power as a thinker, as a man, as a scholar is marked today on that great State University, was a graduate, sir, of Hobart College. I refer to Professor William W. Folwell, of the class of '57 of this college.

I have heard quite a bit about this coördinate college of yours. We don't have that in Chicago. We don't find it necessary to know whether a student is a man or a woman. A student is a student anyway. But I am interested in this coördinate college. Mr. President, I don't know what these girls are going to do to you. I could have spoken more confidently on a question like that some years ago, but I can't now. I have noticed that one's knowledge of what women are and are likely to be is about in the inverse ratio of one's age. I don't know anybody who knows all about that subject unless he may be a college sophomore. Some years ago it was my pleasure to be a student in what is now the Geneva High School, then known by another name, where I begun the humanities—my Latin and Greek—under the guidance of one of the ablest, most intelligent and most successful and inspiring teachers it was ever my fortune to know—a gentleman whose name you will find on the alumni list and faculty list of this college, my good friend Professor Vail.

We had to write compositions in that school—or essays—I don't know what they call them now—and the boys had to learn theirs and recite them from the platform. And I remember very well the teacher's holding the manuscript of my little speech while I was reciting it from the platform, and smiling. I wondered what in the world was found to laugh at; I thought it was a pretty good speech. When I got to my place on the floor and stood at my desk after the fashion of that time, the teacher said, "How do you spell women?" Well, I knew how I had spelled it in my composition, and promptly answered, "w-o-e-m-e-n." I couldn't imagine then why my classmates in the school seemed to think it was odd.

Mr. President, that is not the forecast I make for you in this women's college. I know that women in the college have one function that I regard as vital in every sound college. They can use an influence that no man can use towards standards of good taste, towards standards of high character, towards standards of clean conduct. That influence is something that you will value, I know, in the coming history of this college, and that is what the women mean in the life of every American college which is permitted to have them in its student body.

Sir, you have here a college—I don't care whether it is small or whether it is large—it is a college and not a university, and the difference is in the emphasis. The university says "Knowledge always, and training, yes"; the college says, "Training and knowledge". The first thought of the college is on character. And if your young men and women can be taught to live in a straight line and instinctively to do the right thing when it comes, and not the wrong thing, then it matters little what knowledge they forget, because they have that other thing which is priceless, above all rubies, and that is character.

I congratulate you, sir, upon this occasion.

MR. PRINCE: "We should deplore growth in numbers unless it were accompanied with steady increase in quality of students. The real test and measure of an institution's efficiency are not the number of students enrolled, the size of its endowment, or the magnificence of its physical equipment. The true test and measure are to be found in the productive scholarship of the institution's teachers and in the quality of the men and women who go out with the stamp of the institution's approval upon them."

I am not reading from President Powell's address, but I am reading from the annual report of Nicholas Murray Butler, the President of Columbia University; and when men begin at the large colleges and at the small colleges to speak of that element in education as the one important thing, we at Hobart, small though we be, may reckon ourselves as within the fellowship of those who are striving for a common end.

I have great pleasure, therefore, in calling upon the representative of another institution not large but doing the same kind of work that we at Hobart are trying to do, and I have pleasure in introducing President Luther of Trinity College, Hartford.

DR. LUTHER: Mr. Toastmaster and Mr. President: There are, indeed, many reasons why I can feel myself much at home here at Hobart College. The institution dear to your hearts and the institution first in my own thought are very much alike—founded within one year of each other, interchanging officers and students quite frequently, each of them a church college in the sense that it is a part of the contribution which churchmen are willing to make toward education in this country. They have traveled the same road; they have fought the same lions;

they are engaged in the same sort of conflict now; they are meaning to do about the same sort of work. I feel myself very much at home here. There is not very much difference between the purple and orange of Hobart and the blue and gold of old Trinity. They look very much alike, only the blue and gold a little dusky. And if you will let me go a little further along that line, when I was myself an undergraduate and fought and bled and died—or tried to—for old Trinity, we fought under the green and white which now your girls in the sister institution have adopted for their colors.

So I suppose, President Powell, that you and I have about the same kind of a job, and I can't help thinking what I felt nine years ago when I was inaugurated and when I set out upon this path which I have followed with more or less lack of success and disappointment now nearly half a score of years. In some respects your job isn't like mine. We haven't any affiliated college. I am rather glad of it. I am distinctly glad! For personally I have always been immensely afraid of that section of the human race which is represented up there in the gallery. I have thought perhaps I never had enough experience, having fortunately met the very best and most perfect of her sex in about the first girl that I ever saw. She took me in charge and has kept me carefully secluded ever since. So, President Powell, as to that side of your duties, I can only say Heaven help you! I can't.

I don't suppose I can help you anyhow. I can mention two or three things that are worth thinking of. Nine years ago I was inaugurated president of a small college very much like Hobart, with very much the same problems; and for about fifteen minutes I was the youngest college president in New England, where there are twenty-two

collegiate institutions, I believe. In fifteen minutes I had a junior. That was nine years ago. I was the youngest of them all—of the whole twenty-two—and now I have only four seniors in New England. This ought to be a good problem for a Professor of Mathematics: if you can do up seventeen college presidents in nine years, how long will it take to do the other five?

I don't know whether I should mention this to you, President Powell: You are going to have considerable of a time. Let me mention one man that is sure to come to you. He will come into your office and will begin his remarks by this: "When I was in college," and he will tell you how much better things were then. Now, President Powell, they weren't. I was in that gang myself. I know what sort of students they had forty years ago in college. I know what sort of men these fathers of your undergraduates were—and presumably still are; and I want to tell you the college boy of 1913 is a better fellow, a cleaner fellow, a straighter fellow than his father, and the boy of 1913 gets educationally more than the undergraduate of forty years ago did. This man comes to you, President Powell, and says, "Now when I was in college we had such and such things. We had to do everything in the catalogue. They turned out men in those days." And you ask him, "How do you prove they were so much better then"? And finally he will have to say, "Oh, I was there myself; look at me!" Oh, no! College has improved as the years have gone on, and men are better, and students study better than they did forty years ago.

President Powell, I must not delay this audience nor you. There are some great pleasures in your life, and the greatest of them all, it seems to me, is the pleasure of association with young life. So long as you shall devote

your own services to this kind of work for the world you will have the pleasures of association with young life; and as the years go by, there will come to you, again and again, the sweetest thing that ever can come to teacher or professor or president, the confession from some man younger than yourself that something that you said or did helped him; a statement from some one of your former pupils that you have been of service to him—helped him. That is the thing that comes to the life of the old teacher—the life of the man that has spent his whole life in college or school work, or a large part of it—that comes out of the past. And it makes less difference whether you increase your endowment as much as you want to—you won't get all you want; whether you put up all of the buildings that you wish—and you won't put up quite as many as you would like; and whether you increase your attendance so your catalogue is as thick as you want it—and it won't be quite as thick as you would like to have it—when you succeed along all those lines, my dear friend, in those years that are close at hand and in which I have only nine steps in advance in our march towards whatever happens to us next—when you have all this success in buildings and endowments and students and equipment that you are praying for—or as near all the whole of it as is good for man to have—may you have this other thing—this consciousness, this confession from old pupils that you have done something for them. And when the years thicken about you and you sit in a rocking chair in the sunshine thinking of the days that are gone, excused from further work for the world, it will be a pleasant thing to see this long procession of strong-limbed, stalwart youth —always young to you—marching past your seat and saluting you as you sit waiting for death, their leader,

their teacher, their friend. That is joy, sir, and it is joy no man taketh from you!

MR. PRINCE: It is not only from the east that we have friends: we have them from the north and from the south and from the west as well. And eliminating myself, as I conceive it to be my duty now to do for the rest of the afternoon, I beg leave to call upon President Thwing of Western Reserve to say to us a few words.

ADDRESS BY PRESIDENT THWING

Mr. President: We are all happy in the oneness of this occasion. All of us who chance to be present are living primarily for these boys and for these girls. And while we rejoice in this hour, in its significance and prophesies, we also know that it is for you girls and you boys, primarily, that the college exists, therefore, I do want to say a word to you, for this occasion means the most to you.

Some phrases used in the formulas for conferring degrees were most happily chosen. In one formula, addressed to a very dear friend of mine, was used the phrase "extensive and accurate knowledge." Most happy and exact phrase! To know much is important; but accurate knowledge is more important. Accurate knowledge! The great bane of intellectual interpretation and understanding is slovenliness. The primary need is to see exactly what there is to be seen and to express what one sees exactly. I want to say to you girls and you boys, be accurate! Accurate in your scholarship. A man went to a great master and he said, "Master, what motto will you give me? I am going to leave Oxford now." And the great master said, "Verify your references." Be accurate, careful!

On this day also another formula bears evidence of a primary thing in the college, and that is friendship. When John Finley was called the minister or the priest at the altar of friendship—also a phrase most happily chosen —Professor Turk interpreted a chief aim of the college. We remember our college friendships,—dearest of all friendships outside of the hearthstone. Knit yourselves to each other with love in these four years, and the love will live beyond the portal academic.

But further I want to say, you girls and you boys in the college are to cultivate a sense of wit and humor. I get any quantity of fun out of my students, and they get more out of me, I presume. I am sure, you, Mr. President, and you girls and you boys will work together in having a mighty good time. Mrs. Humphrey Ward in the life of her father, who also bore the name of his father, Thomas Arnold, tells that her father once knew of a tutor at Oxford who put this question upon a paper: "What became of the locusts of Pharaoh's plague?" And he got this answer: "John the Baptist ate them." I want you girls and you boys to cultivate wit and fun and humor with this great and beloved President.

The next two speakers were Marion L. Burton, Ph.D., D.D., LL.D., President of Smith College, and Joseph French Johnson, D.C.S., Dean of the School of Commerce of New York University, from whose Department President Powell was called to Hobart and William Smith. Both spoke in a very intimate and affectionate way of their relationship with President Powell and their high regard for his accomplishments and abilities. At the special request of the President and the subsequent consent of the speakers, the detailed account of their addresses is omitted.

MR. PRINCE: When Dean Johnson spoke of the difficulties that faced the trustees and of the interviews that we had, I realized what one of my colleagues had had upon his shoulders, and I wish to say now that the committee

that had in charge the selection of a President have regarded all of this gathering as in a certain way, and entirely unconsciously on your part, a tribute, in a way, to themselves. We have worked hard and we think we have worked well. The product of our work is before you. *Si monumentum requiris, adspice!*

I think it is fitting that we should deny ourselves the privilege of hearing from many of the others from whom we should wish to hear lest we find ourselves in the predicament or situation which the Kentucky mountaineer described. He had been in the habit of going out to water the stock in the late afternoon, and having a feud on with his neighbors, the Hensleys, he found it very awkward. He was peppered at from the hedge every time he went out. And finally it annoyed him to the extent that although his eyesight wasn't good, he resolved to take his gun when he went to the stock field, and he did. And there being a rustling in the hedge, he, as he said, sprayed the hedge with what bullets were in his arms, and went on with his stock. But after a while, becoming curious, he walked over to the hedge, and said, in describing it, "Why, son, when I got over there I found all those Hensleys had gone but three."

Lest we find ourselves in the situation of having the Hensleys go off until there are but three, I shall call upon one more speaker whom we are all glad to listen to and who will especially represent both the Church and the Alumni of Hobart College. I call on the Reverend G. A. Carstensen, Ph.D.

ADDRESS BY DR. CARSTENSEN

I really thought I was safe, although I did hope that someone might have the opportunity to say a word of welcome in behalf of the alumni to President Powell.

We feel very proud of ourselves as alumni of Hobart. You heard Dr. Williams speak of the number—the small number relatively of college graduates in this country and the inverse proportion of their influence. We, of that one per cent. of Hobart College are a very small number, so that our illustrious character is in equal ratio to the inverse character of the representation of college men generally in the world or in the United States. I mean by that, that if college men generally carry such an influence and they are so few, Hobart men, because they are among the fewest, are the best men in that few.

We see a great contrast today between the awkwardness, of which most Hobart alumni are evolutions, and the comeliness which William Smith is hereafter to develop. When we were here we all belonged to the awkward gang, of which you find illustrations up there. It is a great thing to think and to believe what is going to happen when that awkwardness is going to be tempered by the comeliness of the coterie at the right. And so, if I may quote the Good Book in another sense from what it has been, we are setting our affection on things above. William Smith is only—not quite seven years old. Something was said about Rachel and Leah. Jacob served seven years for Rachel, did he not? And it seemed but a short time for the love he bore her; and so seven years seem short for the love that Hobart bears to William Smith.

And now, Mr. President, I just want to say one word more from the alumni. There are great colleges founded in this country by prayer; William and Mary was so founded: Harvard was so founded: So was Williams. Some colleges have been founded with money. One is in Ithaca: the president of another is here today. Leland Stanford of the far west is another. The

time was when colleges could be founded pretty well on prayer; and then the time came when people thought that colleges could be founded and furnished on money. Hobart was one that was founded on prayer and we all thought sometimes that the law of the survival of the fittest was going to mean the extinction of Hobart when money spread the great campus of Cornell within almost a stone's throw of beautiful Hobart. But now they are beginning to discover in Cornell and have discovered in Chicago and will discover it at Leland Stanford, that no matter how much money you have you can't get along without prayer, and we are beginning to find out that while we cannot get along without prayer at Hobart the question is, how long are we going to get along without money? Hobart, Hamilton, Rochester, they all need it! Hamilton and Rochester are getting it. Hobart must get it too.

I want to express one word of adverse criticism to the new president already. He says we are going to make Hobart the greatest small college in the country. We are not going to do anything of the kind. It is the greatest small college in the country already and our task is to let people know it. Some colleges may be greater in other things, but I tell you one thing we have got at Hobart: we have got the best record with the smallest means of any college in this country. We have a college that has come nearest of all to making bricks without straw. We have got the greatest Dean of any college great or small. Without a president he administers the college and he gets the largest Freshman class for years to welcome the incoming president. He is the most universally loved man I know.

And another best thing that we have, the best astronomer of any small college in the country. Hamilton used to have that, but Smith Observatory, and Brooks and his comets are now in the van.

I am glad to say that we of the alumni welcome the new president, and we are going to do all that we can to make him feel that he has at his back a good, loyal-hearted band of earnest supporters, as he already has. So, in behalf of the alumni, President Powell, we bid you welcome. We bid you Godspeed. And I would like to have for a toast:

Hobart, vivat et floreat.

President Powell, *vivat et supersedeat.*

MR. PRINCE: Again, my friends, I wish to express on behalf of the college our great pleasure at having had you with us and our deep appreciation of the good-will that is evidenced by your having come here and extended to us on this occasion the right hand of fellowship and the evidence of friendship.

And now I ask you please to rise while the benediction is pronounced by the Right Reverend Ethelbert Talbot.

(BISHOP TALBOT): The blessing of God Almighty, the Father, Son and the Holy Ghost be amongst you and remain with you alway. Amen.

Directly following the luncheon President and Mrs. Powell were at home at Miller House and in the evening the President's House was the scene of a reception to the delegates and guests.

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